Professional

Practice A & B

Module

Handbook 2021/22

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Module Code: UTLGWA-15-3 & UTLGWB-15-3



# Aims of the Handbook

The handbook is a guide for students in the Department of Education and Childhood. The information in the handbook can also be found in a number of other electronic or paper sources and the document provides links to the definitive data sources wherever possible.

Please note that the electronic version of the handbook will be kept up to date and you will be notified of any significant changes. If you have taken a hard copy of any information please remember to refer back to the electronic version to ensure that you are working with the most up to date information.

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# Module team information

Module Leader: **Rich Baker** rich.baker@uwe.ac.uk

Other Contributors:

Many expert colleagues contribute to this module curriculum, including Subject Tutors, who are your most immediate link to UWE while practice-based, and Senior Mentors and Subject Mentors, who direct your development while practice-based. Other colleagues from partner schools will likely input specialist knowledge to your learning too, for example Special Educational Needs Coordinators, Senior Leadership Team members, Safeguarding Leads, and Pastoral Leaders.

External examiners from other institutions are appointed to each module to act independently and work with the module team in the management of threshold academic standards. Information is available about the [external examiner appointed to this module](http://www2.uwe.ac.uk/services/Marketing/about-us/cas/Extnl_Exam_Allocation_to_Mods.pdf).

# Module enhancement

We are a flexible and reflexive programme and work hard to respond to the feedback of our students. If you have any innovative suggestion as to how the module might be inproved for future cohorts, please do let us know!

The Professional Practice modules, otherwise referred to as your ‘school placements’ are, quite obviously, a critical component of your vocational programme experience. We are constantly seeking to enhance this provision, through mentor training, close partnership communication, and steering groups of key stakeholders. Most recently, for example, the lesson observation and planning pro formas were redeveloped as a result of these consultations to better meet the needs of ITE student teachers.

# Module specific information

A full programme calendar overview, weekly timetable and key dates can be found in the Programme Handbook. These are always liable to change as we try to remain flexible to external factors and student feedback.

## **Aims and Distinctive Features**

Professional Practice modules constitute the majority of your time studying on our PGCE programme, and are the location of much learning. This learning is guided by expert input, experience, reflection and independent study – and is complimented by the centre-based sessions you encounter too. On Professional Practice, it is particularly important to us that you have the opportunity to ‘learn how to…’ employ or operationalise the knowledge that you have gained while centre-based to positvely impact on the progress of your pupils.

The five aims of this module are stated as follows:

|  |
| --- |
| * Develop students’ ability to demonstrate and evaluate effective, evidence-based, practices in learning and teaching to support all learners to make good progress.
* Support students to apply their knowledge and understanding of key subject-focused concepts, curriculum and pedagogical approaches, and to be able to evaluate and plan for learners’ needs and successes.
* Provide students with opportunities to develop their understanding of child/adolescent development, diverse needs, and the contexts of learners’ lives, to learners’ social, cultural, emotional and academic development.
* Support students to develop effective communication skills and the ability to build respectful, positive, relationships with children and adults.
* Develop students’ understanding of the professional responsibilities of teachers and support them to apply appropriate professional skills, understandings and behaviours, identifying their ongoing
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**Curriculum**

The information that follows is a curriculum for the Professional Practice modules. Further Module Specification information can be found here (you may have to copy and paste the link into your browser):

[https://uweacuk.sharepoint.com/:b:/s/PGCEseco/EfA1pgCZEhZHt6gIMiNkasUBkzkVffwQgSqbjzMbTWNtgQ?e=dE65MP](https://uweacuk.sharepoint.com/%3Ab%3A/s/PGCEseco/EfA1pgCZEhZHt6gIMiNkasUBkzkVffwQgSqbjzMbTWNtgQ?e=dE65MP)

As has been made clear in your Programme Handbook, the PGCE is conceptually organised in three progressive phases – first, we expect you to **engage** with aspects of education, then build confidence **embedding** these in your own practice, before considering how to **enhance** the experience of your pupils. The first Professional Practice module allows you to **engage** with the profession and build confidence and competency quickly, while Professional Practice B then asks you to **embed** and **enhance** this learning as you develop, and latterly secure the skills to be a successful early career teacher.

While **centre-based**, a short series of module sessions provide both statutory and professional content to ensure you are prepared to meet the standards of practice expected within the typical secondary school. These are listed below against the programme phase in which they are delivered. For these sessions there is not necessarily a standard delivery format – some may include lecture and seminar input while others may be external and independent in nature. Do check the session-specific information below and ongoing communication from the module leader for confirmation of expectations each week.

Professional Practice content is delivered by Senior Mentors during **practice-based** aspects of the PGCE programme too. These sessions are an invaluable way to learn from expert colleagues about how professional teaching and effective learning take place in the specific context of your school placements. These sessions are sometimes labelled as *Professional Development*, or similar and are positioned to facilitate exactly that. To note: Senior Mentors will choose to deliver this content when most appropriate in your placement setting (it is not necessarily set out below in a chronological format) – some will combine these sessions into longer developmental meetings while others may use different institutional language to describe the content.

You might note that all the sessions listed have been mapped to our UWE PGCE Transformational Teacher Framework (TTF). The Professional Practice module has been formulated to comprehensively cover the core concerns of classroom teaching in an English secondary school. As such, sessions will focus acutely on six areas of the TTF: **Pedagogy**, and how young people *learn*, **Behaviour Management** and **Assessment**, or how you might *teach*, **Curriculum**, **Professional Behaviours**, and **SEND** understanding. While much of what we do inter-relates a number of descriptors, the righthand column is colour-coded to suggest the primary link, following the key below:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |
| Assessment | Autonomy | Behaviour Management | Context | Evidence-led Criticality | Curriculum | Equity | Expertise | Pedagogy | Professional Behaviours | SEND |

## **The Role of the Senior Mentor**

Your time in placement is overseen by the Senior Mentor who is responsible for your overall wellbeing, progress, and development when in practice and who will co-write your end of placement report. The Senior mentor will regularly meet with you at the Professional Development (PD) sessions they will set up and/or run. These sessions are essential to your development and will cover broad themes common to all subject specialisms, such as contextual SEND provision. Your Senior Mentor will formally observe you teach at least once during each practice placement.

## **The Role of the Subject Mentor**

In the practice-based phases of the programme, you will likely work alongside a number of specialist classroom teachers, one of whom (in each placement) will be your designated Subject Mentor. This is a subject specialist with the skill and expertise to coach you through the challenges you encounter, help develop your classroom practice, and offer valuable observational feedback to inform your future pedagogy. As well as their ongoing duty to provide developmental support, the Subject Mentor is responsible for:

* Providing you with a timetable meeting the required number of teaching hours across KS3 and KS4, with the potential to teach at KS5 where available
* Running a weekly timetabled Subject Mentor Meeting with a focus on the sessions outlined in your Subject Studies module handbook
* Completing a fortnightly Subject Mentor Log to communicate their assessment on the rate of your developmental progress to UWE Subject Tutors
* Undertaking a weekly formal lesson observation and providing comprehensive feedback, recorded on a UWE Bristol Lesson Observation Form
* Undertaking joint formal lesson observations with the UWE Subject Tutor when they visit (at least once per placement) and Remote online observations (at least once per placement).
* Auditing your files of resource and record-keeping to ensure you are collecting the appropriate documentation to evidence your success against the Teachers’ Standards

**Module Units**

The module’s sessions listed below are organised according to the developmental phases of the UWE PGCE programme – **Engaging**, **Embedding** and **Enhancing**. Each phase builds upon the foundations of the last, with the first sessions providing understanding we believe key to your success as you first enter the classroom, with later sessions embedding and enhacing this foundational knowledge. As the module is delivered by a diverse range of expert colleagues, there is always some potential for the dates for each session delivery to change, but please do refer to the programme schedule in the programme handbook for provisional dates.

**Phase One: Engaging (Centre-Based Sessions)**

| **Professional Practice Session Title and Aims** | **Directed Study** | **Teachers’ Standards** |
| --- | --- | --- |
| **Professional Identity**To develop an understanding of the role and importance of teacher identity.To use the understanding of identity to reflect on development of teaching identity through self-reflection.  | **Seminar Foci:**Discussion topics from the lecture will include Personal Identity, School Identity, Teacher Identity, Popular Culture, Teacher Qualities, Subject Identity, and Professional Identity. Further exploration might inspect the differences and similarities between subject identities and the school and teacher identities from popular culture that students identify with. **Follow up directed tasks:**Read Akkerman, S.F and Meijer, P.C. (2011) A dialogical approach to conceptualizing teacher identity. *Teaching and Teacher Education*. 27 pp,308-319Discuss elements from this chapter and session with your school mentor.  | TS8 Fulfil wider professional responsibilities Section 2 Professional Conduct |
| **Teacher Professionalism and Wellbeing**Develop an understanding of the professional expectations of being a teacher.Be able to define the roles of the teacher for all stakeholders ( pupils, parents, colleagues and the school/trust organisation)Identify how to self-manage as a teacher, and when to ask for help. | **Seminar Foci:** Discussion: Defining Professionalism as the key to teaching success.**Follow up directed tasks:** Darling-Hammond, L. (2009) Professional Learning in the Learning Profession.Create a seminar group support group & organise to meet up independently online regularly to share experiences and share practice. Record these sessions in your weekly logs.  | TS8 Fulfil wider professional responsibilities Section 2 Professional Conduct |
| **Safeguarding**To recognise the important role teachers have in relation to identifying concerns of children’s welfare and to prevent concerns from escalating, including identifying children who may benefit from early help. Identify the responsibilities of the teacher in relation to providing a safe environment in which children can learn, who to report any concerns to in schools and the roles of the designated safeguarding lead. Examine the support socialworkers and other agencies may provide following a safeguarding referral. | **Pre-reading:** Access a school policy for safeguarding (these are typically available through school websites – check your old school, or your placement school if you know it by this point) and write some observational notes in preparation for seminars. **Seminar Foci:** To explore roles and responsibilities in relation to safeguarding in more depth and to look at these aspects from individual placement perspectives. This seminar will additionally provide a platform for Q & A and voicing any concerns or worries in relation to safeguarding. **Follow up directed tasks:**Read the following document and make notes…DfE (2021) Keeping Children Safe in Education https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/1007260/Keeping\_children\_safe\_in\_education\_2021.pdf | TS8 Fulfil wider professional responsibilities  |
| **PREVENT Training**To understand what polarisation is and why it is bad for society. To think about possible solutions to the problems caused by polarisation, eg education.To think about how people should respond to terrorism.  | **Seminar Foci:** To understand the statutory expectations of teachers to understand the PREVENT programme.**Follow up directed tasks:**Access the following materials based on stereotypes and familarise yourself with the content. https://mikehaines.globalactsofunity.com/wp-content/uploads/2020/10/GAU\_Hate-Crime-Awareness\_Lesson-plan.pdf | TS8 Fulfil wider professional responsibilities  |
| **Preparation for Placement A** To prepare for success in placement A by considering: Expectations & professionalism whilst on placement. Support, assessment, and progress tracking conventions during placement A.  | **Seminar Foci:** Developing a professional relationship with your mentors to enable a successful placement A. **Follow up directed tasks:** Make contact with your Senior Mentor and introduce yourself. Ask your Senior Mentor for contact details for your Subject Mentor, and send both your Trainee entry profile. Research the school you will be attending for placement A. Read the Ofsted report, school website and any other contextual information available. Offer to meet online with your Subject Mentor/department/ Senior Mentor in advance to discuss your placement and what to expect. Find out timings of the school day, expectations regarding additional (PD) training sessions, dress code, timings for your first day induction, any preparatory work or directed study they may wish you to do in advance.  | TS8 Fulfil wider professional responsibilities Section 2 Professional Conduct |

**Phase One: Engaging (Practice-Based Sessions)**

This section is indicative of the content Senior Mentors and other expert colleagues will provide during their Professional Development sessions. While the format may differ across our partner schools, the below should be covered comprehensively across your placement experience.

| **Senior Mentor Session Theme** | **Suggested tasks for directed study** | **Teachers’ Standards** |
| --- | --- | --- |
| **Welcome and Induction** | Familiarise yourself with the ethos and operating procedures of your school e.g. access the institution’s prospectus, mission statement, staff handbooks and policies, and the most recent inspection reports.Familiarise yourself with the layout of the school and the location of key facilities, and personel – the DSL, SENCo, and department faculty.Engage with relevant reading from the module reading list and beyond. | TS8 Fulfil wider professional responsibilities Section 2 Professional Conduct |
| **The Curriculum Offer I** | Read the institution’s prospectus and look at the range of qualifications on offer. Find out about the Key Stage structure in the school and the options available for students post 14 and post 16. Engage with relevant reading from the module reading list and beyond. | TS3 Demonstrate good curriculum knowledge.TS7 Ensure a good and safe learning environmentTS8 Develop effective professional relationships |
| **The Curriculum Offer II** | Visit the Department for Education website <https://www.gov.uk/government/collections/national-curriculum> and reread the documents about the National Curriculum. Undertake lesson observations *outside* of your specialism, where possible asking to watch expert colleagues with specific focus. Record and reflect on your observations.Engage with relevant reading from the module reading list and beyond. |
| **Managing Learning: Contextual Behaviour Management** | Develop a good working knowledge of the rewards and sanctions used in your placement school, and begin to use them to support your classroom management. Observe good practice and note key strategies. Ensure your planning indicates preventative and proactive behaviour management strategies, and is addressing targets related to managing learners effectively. Read the school/college policy on behaviour management and reflect on where your targets lead to priorities for development. Engage with relevant reading from the module reading list and beyond. | TS7 Manage behaviour effectively to ensure a good and safe learning environment. Part 2: Professional conduct |
| **Managing Learning: Demonstrating Competances**  | Take responsibility for improving your teaching: ensure that all teaching is well planned and evaluated with clear achievable targets set. Reflect thoroughly on lessons taught and consider how they meet school & Senior Mentor expectations for lessons. Maintain a complete evidence file incorporating weekly logs, observations records, class data, lesson plans etc. Keep a mark book, and assessment records. Engage with relevant reading from the module reading list and beyond. | TS1 – Set high expectations which inspire, motivate and challenge pupilsTS2 – promote good progress and outcomes by pupilsTS4 – plan and teach well structured lessons |
| **Professional Responsibilities I: The Pastoral Role of the Teacher** | Read your institution’s policy and practice documentation on pastoral care thoroughlyReflect on the key strengths and challenges of working in a pastoral role, and action plan for developing your knowledge and skills in relation to your current pastoral group/role and PSHE framework. Engage with relevant reading from the module reading list and beyond. | TS8 – Fulfil wider professional responsibilitiesPart two: Build relationships rooted in mutual respect. |
| **Professional Responsibilities II: The Pastoral Role of the Teacher** | Identify and take opportunities to observe excellent practice in pastoral care and related support including finding out about the external agencies, internal faculty, and key workers supporting the wellbeing and health of learners and teachers.Engage with relevant reading from the module reading list and beyond. |
| **Supporting All learners** | Read your institution’s policy and practice documentation thoroughly and begin to explore some implementation strategies – through both focused observation of expert colleagues and conversation with inclusion specialists. Engage with relevant reading from the module reading list and beyond. | TS5 – Adapt teaching to respond to the strengths and needs of all pupils.TS2 – promote good progress and outcomes by pupils |
| **Extending All learners** | Identify the roles of other adults (including Teaching Assistants, Technicians or team teachers) in the classroom. Undertake some early planning of TA support for your teaching and engage faculty from across the school where effective. Engage with relevant reading from the module reading list and beyond. |
| **Assessment of Learning**  | Read your institution’s policy and practice documentation on assessment. Reflect on the key strengths and challenges of implementing an Assessment Policy. Develop and implement monitoring strategies in your planning and teaching. Look at a class set of reports for your subject and consider how this support further learning. If appropriate, contribute towards report writing. Engage with relevant reading from the module reading list and beyond. | TS6 – Make accurate and productive use of assessment |
| **Assessment for Learning**  | Take responsibility for assessing, marking and feeding back to pupils on a regular basis. Shadow a teacher at a parents’ and carers’ meeting. Engage with relevant reading from the module reading list and beyond. |
| **End of Placement Summative Report & Progress Review** | Ensure that your collection of evidence in your professional teaching file and mark book are in good order prior to these sessions. Reflect on your progress against the Teachers’ Standards. Reflect on what the Senior Mentor is likely to write in your End of Placement Report before the session and think about what evidence of achievement you could show them and your mentor to demonstrate your level of progress and achievement against the Teachers’ Standards and your ongoing SMART targets. Reflect on the implications of the professional dialogue and the End of Placement Report to help you prepare for transition to your next placement.Engage with relevant reading from the module reading list and beyond. | TS1-8 & Part Two |

**Phase Two: Embedding (Centre-Based Sessions)**

We return to centre-based sessions for four weeks at this point, to explore in more detail some specific aspects of professional action and pastoral concerns – now with the potential to reflect on, and share our experiential learning to this point.

| **Professional Practice Session Title and Aims** | **Directed Study** | **Teachers’ Standards** |
| --- | --- | --- |
| **Careers in Teaching and the Role of the Tutor**Exploration of a range of roles within teaching and the possible career routes available, including cross-phase delivery and working with external agencies. To consider what pastoral care is and the pastoral curriculum, Explore the approaches to structuring the pastoral curriculum and pastoral support? | **Seminar Foci:** Examine what makes an effective tutor- roles, responsibilities and commitments and how you can start to develop this role during the placement.**Follow up directed tasks:** Discussion with school mentor surrounding the expectations of being a tutor in your particular school. Become famililar with the range of school policies associated with being a tutor and the concept of parents as partners. Read Purdy, N. (2013) *Pastoral Care 11-16,* London: Bloomsbury Academic  | **TS8** Fulfil wider professional responsibilities |
| **Relationships and Sex Education (PSHE)**To discover the content required to teach this element of PSHE and gain confidence to discuss sensitive topics with pupils in schools.  | **Seminar Foci:** Examine what constitutes a positive relationship including relationship values and maintaining respect. This session will aim to discuss some sensitive aspects included in the topic such as the notion of consent and contraception or bullying, abuse and discrimination that can occur in relationships. **Follow up directed tasks:** Find out about the delivery of PSHE in your school and any policies associated. Read and make notes on the following document. DfE (2020) *Relationships Education, Relationships and Sex Education (RSE) and Health Education*. London: Department for Education. | **TS8** Fulfil wider professional responsibilities |
| **Teacher well-being & teaching well-being in schools.** To identify the pressures associated with being a trainee teacher and the impact of these elements of teacher well-being. Explore a range of internal and external factors that can have an impact on teacher well-being.  | **Pre-reading:**Shepherd, J., Pickett, K., Dewhirst, S.,Byrne, J., Speller, V., Grace, M., Almond, P., and, Roderick, P. (2016) Initial teacher training to promote health and well-being in schools – A systematic review of effectiveness,barriers and facilitators, Health Education JournalVol. 75(6) pp,721–735. DOI: 10.1177/0017896915614333**Seminar Foci:** Examine the factors that might impact on you as a teacher on your training year and identify a range of strategies to cope with aspects such as workload, time management, social and emotional well-being and support networks. Identify strategies of how you might teach well-being in schools to support pupils and the impact this can also have on teachers. **Follow up directed tasks:** Ensure the focus of your mental health and well-being is a topic that is discussed at mentor meetings.  | **TS8** Fulfil wider professional responsibilities |
| **Preparation for Placement B**To prepare for success in placement B by considering: Reflect on lessons learnt from placement A.Expectations & professionalism whilst on placement. Support, assessment and progress tracking during placement B.  | **Seminar Foci:** Moving to Embedded and enhanced teaching behaviours: Reflecting on Placement A – how can I continue to improve between placement? **Follow up directed tasks:** Make contact with your Senior Mentor and introduce yourself. Ask your Senior Mentor for contact details for your Subject Mentor and send both your Trainee Entry Profile including a summary of your End of Placement A Report, identifying your areas of strength and those for further development. Research the school you will be attending for placement B. Read the Ofsted report and school website. Offer to meet online with your Subject Mentor/ department/Senior Mentor in advance to discuss your placement and what to expect. Find out timings of the school day, expectations regarding additional (PD) training sessions, dress code, timings for your first day induction, any preparatory work or directed study they may wish you to do in advance.  | TS8 Fulfil wider professional responsibilities Section 2 Professional Conduct |

**Phase Two: Embedding & Enhancing (Practice-Based Sessions)**

As you begin your second placement, you should look to fast-track some of the induction processes required on your first placement, moving quickly to establish relationships with staff and pupils in this noew context. Your professional development sessions may cover similar groud to those in your last school, but this time you can be a more active contributor, with experience to share – and the content will undoubtably be different in character given your new context. As you move forward, you should look to confirm, or **embed** what you have learned previously, **enhancing** this through further investigation and experimentation

| **Senior Mentor Session Title**  | **Suggested tasks for directed study** | **Teachers’ Standards** |
| --- | --- | --- |
| **Welcome and induction** | Identify ways to familiarise yourself with the ethos and operating procedures of your placement school in increasing detail and depth, e.g. access the institution’s prospectus, mission statement, staff handbooks and policies, and the most recent inspection reports.Familiarise yourself with the layout of the school and the location of key facilities. Familiarise yourself with the layout of the school and the location of key facilities, and personel – the DSL, SENCo, and department faculty. Think about how you might more quickly come to know the information that will be important to your effective integration to the school community by reflecting on your previous placement.Discuss Subject Knowledge and other developmental targets with those mentoring you and reflect on next steps.Engage with relevant reading from the module reading list and beyond. | **TS8** Fulfil wider professional responsibilities **Part 2** Professional Conduct |
| **The Curriculum Offer I** | Review your Weekly Logs and SMART targets and anything arising from tutorials: identify key things you want to achieve and experiences you want to address on this placement. Take ownership of your progress.Discuss with your Head of Department the rationale for choosing the examination specifications and consider how the curriculum is structured (eg order of units or content) to best suit the needs of the school and pupils. Engage with relevant reading from the module reading list and beyond. | **TS3** Demonstrate good curriculum knowledge.**TS7** Ensure a good and safe learning environment**TS8** Develop effective professional relationships & make a positive contribution to the wider life and ethos of the school.  |
| **The Curriculum Offer II** | Find out about cross curricular links and whole school priorities such as Literacy & Numeracy across the curriculum. Identify and take part in cross curricular lessons / collapsed timetable days. How can literacy and numeracy be built into successful lessons? Follow up your UWE Bristol Learners & Teachers lectures on literacy and numeracy by asking to be talked through practical examples of how these are developed in your host setting. Arrange to observe excellent practice in a teacher pursuit, and gather examples of strategies that have high impact. Look at different approaches to managing learners and specific challenges/impediments to learning.Engage with relevant reading from the module reading list and beyond. |
| **Managing Learning: Contextual Behaviour Management** | Read the school’s policy on behaviour management. Develop a good working knowledge of the rewards and use them consistently to support your classroom management. Observe good practice and note key strategiesTrial suggested methods and reflect on how effective they are and where your targets lead to priorities for development. Embed behaviour management strategies into your lesson plans and consider how much of the lesson is teacher led and how much is pupil led. Identify areas where you are creating opportunities for learners to disengage or go off task. Work with others (mentor, teachers or other trainees) to plan these issues out. Engage with relevant reading from the module reading list and beyond. | **TS7** Manage behaviour effectively to ensure a good and safe learning environment. **Part 2**: Professional conduct**TS4** – Plan well structured lessons |
| **Managing learning: Demonstrating Competances**  | Plan lessons with deliberate focus to respond to a target - for example AFL or Adaptive teaching / differentiation. Reflect on the success of this approach. Undertake a peer review of Teaching files with a critical friend – either another trainee, NQT or colleague. Act upon feedback received. Engage with relevant reading from the module reading list and beyond. | **TS1** – Set high expectations which inspire, motivate and challenge pupils**TS2** – promote good progress and outcomes by pupils**TS4** – plan and teach well structured lessons |
| **Professional Responsibilities: The Pastoral Role of the Teacher I** | Read your institution’s policy and practice documentation on pastoral care thoroughlyFind out about the information held by a tutor about pupils. Consider how this may be important to prioritising the needs of the pupils and making teachers aware of these issues. Observe the relationships developed in tutor time and how this differs from those fostered in a lesson by a subject teacher. Reflect on how this role can influence pupil outcomes and school experience. Engage with relevant reading from the module reading list and beyond. | **TS8** – Fulfil wider professional responsibilities**Part two**: Build relationships rooted in mutual respect. |
| **Professional Responsibilities: The Pastoral Role of the Teacher II** | Observe and participate in a parent / tutor meeting with a particular focus on the role of the tutor and the knowledge and relationships developed in this meeting. Contribute resources to support the schools tutoring programme. Consider how these resources may differ from your subject specialismsEngage with relevant reading from the module reading list and beyond. |
| **Supporting All Learners** | Read your institution’s policy and practice documentation on SEND. Reflect on your prior knowledge and developmental needs, and your current adaptive learning pedagogies and strategies. Engage with relevant reading from the module reading list and beyond. | **TS5** – Adapt teaching to respond to the strengths and needs of all pupils.**TS2** – promote good progress and outcomes by pupils |
| **Extending All Learners** | Take responsibility for increasing the level of personalisation for particular learning needs and students. Engage with teaching assistants and discuss how best to prepare them for lessons. Where possible implement this in planning. Engage with relevant reading from the module reading list and beyond. |
| **Assessment For Learning** | Review successful AFL strategies and implement them consistently into lesson plansReview your own target setting, evaluations and records of evidence in relation to the Teachers’ Standards. How well are you managing your time, your paperwork and the evidence of your pupils’ progress and your own progress? Talk to experienced practitioners about the habits of effective teachers and what constitutes ‘evidence of impact’. Engage with relevant reading from the module reading list and beyond. | **TS6** – Make accurate and productive use of assessment |
| **Assessment of Learning** | As a trainee group, arrange for a briefing from **(1)** one or two recently qualified colleagues about what tips they would want to share with trainees, **(2)** a group of TAs who specialise in support for specific SEND and **(3)** TAs who specialise in literacy and numeracy supportEngage with relevant reading from the module reading list and beyond. |
| **End of Placement Summative Report & Progress Review.** | Ensure that your collection of evidence in your professional teaching file and mark book are in good order prior to these sessions. Reflect on your progress against the Teachers’ Standards.Reflect on what the Senior Mentor is likely to write in your End of placement summative report before the session and think about what evidence of achievement you could show them and your mentor to demonstrate your level of progress and achievement against the Teachers’ Standards and your SMART targets. Reflect on the implications of the professional dialogue and the Final Placement Report to help you prepare for transition to your first teaching post and your early career professional development targets Engage with relevant reading from the module reading list and beyond. | **TS8 & Part Two** |

**Phase Three: Enhancing (Centre-Based Sessions)**

For one week in April, and then to conclude your programme, we enjoy brief opportunity to undertake some centre-based sessions designed to **enhance** your professional practice, and look ahead to your next steps as an Early Career Teacher.

| **Professional Practice Session Title and Aims** | **Directed Study** | **Teachers’ Standards** |
| --- | --- | --- |
| **Enhancing Practice: The Teachers’ Standards and Beyond** | Prepare for your VIVA using the provided resources. Reflect on your progress and final placement B report and consider areas for development in your ECT years.  | **TS8** Fulfil wider professional responsibilities |
| **The Early Career Experience/Continuing to MA Study/Alumni Reflections** | Engage with the carousel of sessions focused on (i) the Eearly Career Framework, (ii) our MA Education programme (with programme leader Fay Lewis) & (iii) Alumni advice and support from those who are in the process of completing their first ECT year.Complete your Career Entry Profile & send to your Subject Tutor and future employer.  | **TS8** Fulfil wider professional responsibilities |

4. Assignment Brief

Unlike other modules, Professional Practice Modules A and B do not require assignment submission but are assessed continuously as two discrete units. The formative assessment of these modules is ongoing throughout your placement, requiring you and your mentor to undertake frequent meetings for self-reflection and expert guidance in target setting. A formal professional conversation, and latterly a Viva with your Subject Tutor provides opportunity for you to demonstrate evidence of your professional progress, and the associated progress of the pupils you teach. Your PGCE qualification cannot be awarded without successful completion of both placements, and recommendation for QTS also requires both modules to be passed.

Figure One illustrates the expected frequency of (i) your reflective evaluation through autonomous, digital reporting, (ii) discussion and record on progress against agreed targets with Subject Mentors, and (iii) the summative End of Placement Report written by Mentors.

 **Fig. 1**: Professional practice assessment components



## **Formative Assessment Criteria: Six Areas of the TTF**

Key Module TTF domains:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ASS**  | **BM**  | **CURRIC**  | **PED**  | **PB**  | **SEND**  |

 You spend 60 days in two different placement schools, and alongside generating the evidence required to meet the Teachers’ Standards at the end of the programme and therefore be put forward for the award of QTS, each of these placements constitutes a 15 credit Level 3 module too. This is the vocational portion of your professional education and in many respects the most challenging, as you look to navigate the realities of teaching practice while simultaneously exploring it as a post-graduate student.

These modules are assessed continuously by Subject and Senior Mentors in school, with Subject Tutors also undertaking to meet with you and observe you teach while in school. At the conclusion of each placement school partners will submit a report detailing whether you have met the requirements of the relevant phase in your programme, and Subject Tutors will undertake a Professional Conversation (end of Professional Practice 1) and then a Viva (end of Professional Practice 2) to confirm the standard of your progress and the progress of your pupils.

\*BSc Maths with QTS students sit these modules

## **Summative Assessment Criteria: The Teachers’ Standards**

The Teachers’ Standards are available in full [here](https://www.gov.uk/government/publications/teachers-standards). It is important that over the course of your PGCE experience you become conversant in the standards and understand how to meet the criteria detailed. These are the statutory expectations placed on all qualified teachers, and therefore in order to be awarded QTS you must demonstrate and evidence at the conclusion of your programme, that you satisfy the requirements of this policy document.

## **The Teaching File**

An important part of your Tranformational Teaching journey is to reflect upon and evaluate your own progress. Throughout your training (on campus and in placements A&B) you should collect, organise and collate evidence which demonstrates you have made progress and that you know how and why this progress is impacting on the pupils in your care. The teaching file can be paper, electronic or a combination of both and should contain documents such as: Weekly reports, Fortnightly reports from mentors, Lesson observations by you and of you, exemplar anonymised pupils work, mark sheets, lesson plans and reflections, and any other relevant evidence which charts your transformation to becoming a teacher. The teaching file is checked by mentors and UWE tutors and is used in the Professional conversation in placement A and the VIVA in placement B. You will be expected to draw upon the evidence in these files to support the reflective discussions during these conversations.

## **Intervention Procedures**

Training to be a teacher can be challenging and may require additional support. When student teachers struggle to make progress a number of interventions will be implemented to support ongoing progress.

A concern will be first flagged up in your Fortnightly meeting with your mentor and recorded on the fortnightly report. Our mentors will support you initially to improve in this area suggesting specific actions and targets to address these concerns and re-evaluating this in the next fortnightly meeting. If progress is not made this will first trigger an intervention from your UWE tutor who will engage in discussion with both you and your mentor. If the outcome of this discussion shows that adequate progress has not been made then the following steps will be followed:

*Professional Improvement Plan (PIP)*

A Development area/ areas are identified and specific actions are agree by the UWE tutor, student teacher, mentor and Senior mentor. This is recorded on a PIP pro-forma and a review date is agree. An assessment of progress is made at the agreed time (usually a UWE tutor visit and observation) and discussion of the outcomes with Student teacher, Mentor and UWE tutor will follow. If successful the PIP is closed. If progress has not been in line with expectation then a Cause for Concern (CFC) is implemented.

*Cause for concern (CfC)*

A Development area/ Areas are identified and specific actions are agree by the UWE tutor, student teacher, mentor and Senior mentor.This is recorded on a CFC pro-forma and a review date is agreed. A final assessment (usually a UWE tutor visit and observation) is made and a discussion of the outcomes with the Mentor, Senior Mentor, UWE tutor and Student teacher will follow. If successful the CFC is closed. Failure to meet professional improvement targets by the agreed date will constitute a failed placement; which may result in the trainee being unable to progress in their training.

# Additional information and reading lists

Your module reading list can be accessed online, either directly through the link below or through the module’s Blackboard page.

<https://rl.talis.com/3/uwe/lists/E5E25A5C-325C-F94A-62B1-76E73AB5F337.html?lang=en-GB&login=1>

The [short video](https://vimeo.com/240154631) available on the library’s website will introduce you to some of the key features of the online reading list system.

A guide to referencing can be found at: <http://www1.uwe.ac.uk/students/studysupport/studyskills/referencing.aspx>

[The University’s policy on word count](http://www1.uwe.ac.uk/aboutus/policies.aspx)

# Communication

Throughout your time with us, you will receive regular communication from your module leaders, and also administrative staff. It is your responsibility to ensure that you read everything that you are sent, and act upon it where appropriate.

# Advice and support: Student Wellbeing

Student wellbeing is very important to us, and while the PGCE programme is designed to test you at times, we want you to know that we will support you however we may – we are willing you to succeed. UWE Bristol offer a range of facilities and services to go to for advice and support depending on what the issue is. Remember - asking for help at the earliest possible stage will help you in the long run.

Your first point of call when on campus should always be your Module or Subject Tutors, as they will be able to sign post you to the right services and will be able to deal with specific matters relating to teaching and learning. If you are not able to contact your Tutors for any reason, you might contact your Programme Leader, or go to an [Information Point](http://www1.uwe.ac.uk/students/informationpoints.aspx) who may be able to help.

[Student Support Advisers](http://www1.uwe.ac.uk/students/academicadvice/studentadvisers.aspx) are available and can also be contacted through the Information Points.

You are more than welcome to talk to other members of UWE staff depending on who you feel most comfortable talking to – the PGCE team are empathetic, generous and all invested in your continued wellbeing.

## **Disability Services**

UWE Bristol offers a disability service. Further information can be found at:

UWE Bristol Disability Service

https://www1.uwe.ac.uk/students/studysupport/disabilityservice.aspx

The Disability Service can support you with access plans before going onto placement, and if you need further time for assignments, the service can help with applying for any reasonable adjustments.

If you are unable to meet a deadline or have a problem with an assessment, [additional assessment support](https://www1.uwe.ac.uk/students/academicadvice/additionalassessmentsupport.aspx) is available.